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ABSTRACT

Many colleges and universities are revising course offerings and increasing graduate requirements to provide more highly integrated programs for their students. The efforts of seven institutions to develop such a core curriculum are described including those of: Saint Joseph's College (Rensselaer, Indiana); Los Medanos College (Pittsburgh, California); University of Wisconsin (Green Bay); Morehouse College (Atlanta, Georgia); City Colleges of Chicago (Illinois); Boston University College of Liberal Arts (Massachusetts); and Pacific Lutheran University (Tacoma, Washington). The curriculum revisions discussed vary and include the addition of single courses, four-year sequences, strict requirements, optional programs, open admission policies, community college programs, and a large university program. The address, telephone number, and name of a contact person at each school is given and 20 schools offering core curricula and/or integrated studies programs are noted. An annotated bibliography of core curriculum literature is provided. Basic questions and practical problems in developing a core curriculum are discussed in an article by Donald T. Hartman. (Author/BH)

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The Forum for Liberal Education

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Association of American Colleges 1818 R Street, N.W., Washington, D.C. 20009

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The Forum for Liberal Education is a topic-oriented publication featuring in each issue a subject of importance for liberal learning. It does not endorse or evaluate institutional activities; rather, it describes the various ways in which institutions of higher education address issues of wide concern.

CORE CURRICULUM

At the present time, many colleges and universities are revising course offerings and increasing graduation requirements to provide more highly integrated programs for their students. The efforts of seven institutions are featured in this publication. The programs described vary widely, from a single course to a four year sequence, from strict requirements to optional programs, from open admissions community colleges to a large urban university. However, they all share the characteristic of being unified programs consistent with their institutions' missions.

This issue also includes an essay by Donald T. Hartman which poses some basic questions and practical problems involved in developing a core curriculum. The annotated bibliography and list of other programs provide suggestions to readers seeking further information.

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Saint Joseph's College, Rensselaer, Indiana 47978
Core Curriculum
John P. Nichols, Coordinator (219/866-7111)

In 1966, amid widespread concern over both curricular reform and the relation of the Catholic Church to higher education, the newly appointed president of Saint Joseph's College called on the entire faculty to offer innovative changes in the general education curriculum. An HEW grant for the 1967-68 school year allowed the faculty committee to study several different course models. By the fall of

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1968, a faculty committee designed and the entire faculty adopted a new core curriculum for the following school year. As a small, liberal arts institution, Saint Joseph's proposed to implement an integrative program allowing students and faculty to consider the purpose and meaning of mankind, its cultures, and its civilization. In addition, they chose to emphasize the importance of human values, an emphasis present in other courses as well.

Saint Joseph's eight course series begins with The Contemporary World in which the entering freshmen consider the impact of the past on the living present and the relevance of history to human existence. This course is followed by The Ancient World, The Middle Ages, and The Modern World. This sequence asks how the Hebrews, Greeks, Romans, and early Christians established Western foundations, preserved and modified the cultural values of the ancient world, then developed opposing images of man, of nature, and of God.

The next two semesters offer views of mankind from different perspectives. In Man in the Universe, participants come to realize how closely human life is united to the earth's biological and cosmic evolution. The Non-Western Studies course introduces students to the complementarities and correctives to Western culture of the African, Chinese, Japanese, and Indian cultures.

The final year of the core curriculum integrates the knowledge of the previous semesters. In Toward Christian Humanism, students try to acquire an appreciation of and a perspective on humankind through the application of broad principles to their prior learnings. Finally, Christianity and the Human Situation aims to use these principles in a spirit of Christian responsibility in a world in which human beings are assuming more conscious and deliberate control of the course of evolution.

Although the core program has existed for eight years, its progress has not been uniformly positive. The first several years required substantial changes in teaching style and academic content. The faculty worked hard to articulate the relationships among the various segments in the series. At the present time, composition and speech skills still need greater attention since the general education requirements emphasizing those skills no longer exist. Saint Joseph's also needs to attract more high quality speakers and performing artists to campus and to improve its physical and audio-visual facilities. Both students and faculty should develop an understanding of the limitations of and differences in the methods of various professors. The college continues to reevaluate its program each year and hopes to resolve some of these problems with funds from the Lilly Endowment.

There are positive results from this curriculum change as well. Faculty morale and academic quality are high. Because of the necessity of cooperative planning, the core curriculum has been instrumental in bringing wide dissemination of ideas among the departments. In addition, the numerous discussions in core classes have strengthened professors' respect for and confidence in their students, and students' interest in liberal education. Saint Joseph's College feels that "what Core strives to do is to inform with a common purpose the whole mass of conflicting interests spawned by the hyper-specialized curricula of the mainstream of contemporary higher education."

Los Medanos College, Pittsburg, California 94565
General Education Program
Charles C. Collins, Dean of Humanistic Studies (415/439-2181)

Opened in 1974, Los Medanos College is an open enrollment, tuition free community college with a comprehensive program of general, transfer, career, and continuing education offerings. In planning the new college, the superintendent of the district and the president-designate acted on their convictions that general education should be the core of the curriculum, that traditional "cafeteria style" programs are not philosophically valid, that Los Medanos should offer a structured general education program. The basic plan was developed early so that readiness for curricular change was a criterion in the hiring of teaching staff. The importance of general education was further emphasized by assigning half of the original staff to plan and teach general education courses.

The core curriculum that was developed consists of six intradisciplinary packages in the behavioral sciences, social sciences, biological sciences, physical sciences, language arts, and humanistic studies, all of which are required for an associate degree. These packages have three levels. Generic courses introduce students to the concepts, principles. theories and values common to the broad disciplinary area. In the behavioral sciences, for example, The Nature of People in Society treats those concepts and attitudes which are common to all behavioral sciences and which have implications for addressing societal problems. Discipline courses deal with the specific substantive content of psychology, sociology or anthropology; they are the introductory courses in these areas. Approximately one-third of each discipline course is devoted to "plural pursuits," small group or individual projects reflecting student interests.

The curricular structure emphasizes interrrelatedness horizontally among disciplines and vertically through the intradisciplinary packages. Faculty members teaching the introductory discipline courses also plan and teach the generic course for the area. The course outlines specifically relate broad concepts and principles presented in the generic course to the substance of the discipline courses. In addition, the courses at all levels consciously discuss societal implications; questions of racism, sexism, and ethics are emphasized as the college encourages students to develop an attitude of cultural pluralism and a personal world view.

Students must take the generic course in an area concurrently or before an introductory discipline course in that area. In addition, they are encouraged to take a Sophomore Colloquy, a seminar in which knowledge from diverse disciplines is brought to bear on some large societal issue. For example, a course on population pairs instructors from the behavioral sciences and biological sciences; one on planning a post-industrial society involves social sciences and humanistic studies. These colloquies are seen as the capstone of a student's general education program. The general education requirement of one generic and one discipline course in each of the six areas involves 25 of the 60 units minimum for the AA or AS degree.

Los Medanos places heavy emphasis on staff development. Grants from the Office of Education and the Kellogg Foundation provided honoraria to faculty for the extra planning and coordination required to develop the curriculum in addition to the salary of a full time professional development coordinator. This support also allowed less experienced teachers to carry a reduced load and work explicitly on teaching abilities and techniques.

General education faculty met as a group for at least two hours weekly in addition to their specific curricular planning. As a result of these activities, regular retreats and administrative support, the general education faculty developed a sense of cohesiveness and spirit which has greatly strengthened the college.

That is not to say that the program is without problems. In some areas, faculty members had difficulty agreeing on a limited number of shared concepts for discussion in their courses. Other faculty objected to the substantial amount of time devoted to plural pursuits. Perhaps the most difficult area was the application of theories and concepts to societal problems, since most of the students and many of the faculty lacked a consistent world view from which they could examine specific issues.

University of Wisconsin-Green Bay, Green Bay, Wisconsin 54302
University Seminars Program
Forrest H. Armstrong, Associate Dean, Academic Affairs (414/465-2171)

Green Bay was chartered in 1965 as a special focus campus of the University of Wisconsin, providing problem-oriented study of people and the various environments (social, cultural, physical) in which they live. University of Wisconsin-Green Bay includes among its objectives developing students with a special sense of social responsibility who can organize and apply knowledge for human betterment.

Instead of a traditional disciplinary structure, the university is organized by problem areas such as population dynamics, environmental design, and regional analysis. Such problems require the concepts and techniques of several disciplines; the entire university emphasizes the interrelatedness of bodies of knowledge and concerns of the world. The special nature of University of Wisconsin-Green Bay suggests the need for a required program of common academic experiences throughout the student's career.

The program begins by introducing the concepts of values, ecology, and environment. The freshman seminar program (six credits) consists of four seven-week modules which, though differing in subject matter, address the common concept that different values suggest alternative approaches to making choices and acting upon them. The modules have a number of goals, including development of communications skills, awareness of the effects of values, introduction to a variety of ethical and environmental problems, and explanation of the special educational objectives of the university. Technology and Human Values, Freedom and Social Control, and Attitudes and Values in the Natural Environment are among the alternatives available to freshmen.

The intermediate program is a thematically integrated sequence of courses focusing on a specific set of problems from an interdisciplinary and cross-cultural perspective. Students participate in at least one off-campus project as well as an other-culture experience; they develop analytical skills and make cross-cultural comparisons in this package. Themes for the intermediate program are typically closely related to the student's major, with examples including Cultural Conflict in Canada, Individual and Social Consequences of Sex Roles, and Artists as Analysts, Prophets and Preachers.

The Senior University Seminars Program consists of interdisciplinary seminars emphasizing reflection and conceptualization of issues ranging from the

problem of preserving individual dignity to the political, social, environmental, aesthetic, and ethical dimensions of contemporary life. The seminars challenge disciplinary biases by confronting fundamental concerns which transcent disciplines. Students are challenged to identify and assess their own values, formulate philosophical positions, and develop understandings of problems in their broadest dimensions. In 1976, an average of ten major fields were represented in each seminar.

The strengths of the program include the quality of the faculty it has attracted, the care with which they attend to their program responsibilities, and the strong assessments students make of the individual courses. The problems include the resistance of some humanists to teaching in the program, the difficulties some natural scientists face in "teaching about science" rather than teaching science directly, and the relationship of service in the program to the reward system for faculty. In addition, the university continues to grapple with the nature and extent of vertical integration within the program and the difficulties some freshmen have in dealing with "cosmic questions."

Morehouse College, Atlanta, Georgia 30314
Mirror Project
William G. Pickens, Director (404/681-2800)

Morehouse College has developed series of intensive mini-courses called "Mirrors" to provide an integrated, sequenced approach to humanistic values as well as a systematic pattern of instruction in communications skills. The term is taken from Alice's Looking Glass in which Alice saw not only herself but also various images of the real world as well as interpretations or distortions of it.

A grant from the National Endowment for the Humanities supported a week long workshop in the summer of 1972 at which two students and nine faculty members from the English, math, history, religion, music, chemistry, and art departments planned course outlines for two required mirrors--the Orientation Mirror and the Language Skills and Human Values Mirror. The latter is so called because it is based on seminal humanistic concepts such as the question of truth, the nature of justice, and the meaning of greatness. In addition, each participant prepared at least one elective mirror based on the freshman program theme of Dissent and Change.

During the following school year, 100 students participated in four sections of the required and elective mirrors in the first semester and nine elective mini-courses in the second semester. The evaluation of these classes, undertaken the following summer, was impressive. The Mirror students' grades were, on the average, 16 percent better than those of a control group of students in regular English composition courses. Further, the peer proctors and professors participating in the freshman program reported favorably on the interdisciplinary principles and techniques of the program.

On the other hand, the program was hindered by the apprehensions of professors not involved in the Mirror Project and insufficient preparation in appropriate teaching methods. Unwarranted expenses for instructional materials suggested the need for some change in the program. Still, when the college humanities committee discussed the fate of the project in July 1973, it unanimously supported its continuation.

DEVELOPING A CORE CURRICULUM by Donald T. Hartman

Core Curriculum and General Education. "General Education" is often used for both distribution requirements and core requirements, yet it is useful to distinguish between them. Distribution requirements demand that all students take a prescribed sampling of offerings in the various disciplines in addition to major, minor, and collateral courses. This sampling is intended to "round out" their education and give them "breadth."

The core curriculum requires all students to take courses especially designed to achieve certain purposes. Core courses are generally not located within departments and are often explicitly understood and justified in terms of the overall educational mission of the institution. From a faculty point of view, the difference between the core curriculum and distribution courses is that the former and not the latter requires the development of new materials for a different purpose than distribution courses serve.

Institutional Context. The basic questions which need to be asked in building a core curriculum arise out of the context of the institution. What experiences, accomplishments, or appreciations does that institution feel are essential for its graduates? What qualities must they have to receive a degree? Can a person achieve the goals of that institution without, for example, having a foreign language; or without knowing something about contemporary science; or without -------- ? What student accomplishments are necessary to achieve the institution's educational purposes?

Thus, one might develop a list of essential characteristics of a liberally educated person and then contrive a curriculum which would dramatically increase the likelihood that a student will develop those characteristics. Alternatively, one might accept or develop some model of student growth and have as a goal moving students further along the dimensions described by that model. The bottom line is that the curriculum is a statement of goals by the college. Independently of other utterances, it represents a concrete and daily commitment which students understand and confront.

Integrity. The core program should be conceived as having an integrity and unity which relate the parts as a rational whole. A curriculum is like a course: one thing leads to the next except that it lasts two or four or six years. Moreover, it must be describable in clear language. Students, potential students, and parents must be able to understand it. Students also have to be able to understand what is being asked in the classroom in terms of recognizable categories. Likewise, the curricular concept which is finally adopted must be consistent with institutional traditions and instincts.

Faculty. The curriculum, however, is not something that exists independently of all other institutional involvements. In particular, the impact on faculty must be anticipated. Different curricula require different amounts of faculty time; a core curriculum will require more than a distribution curriculum. If faculty are being asked to do strange new things, they must be rewarded for doing them.

Younger faculty face the likelihood of returning to the job market when opportunities for promotion and tenure do not materialize. In addition, many of these faculty members have a strong and up-to-date interest in their disciplines. Yet a core curriculum asks them to spend inordinate amounts of time preparing and teaching

courses not directly related to their disciplines. The institution must make it clear that spending time and emotional energy on a core program is prima facie good and will be rewarded. Unless this commitment is made, younger faculty are more likely to suffer negative evaluations, more likely to feel insecure, and less willing to participate in the core program.

The impact on older faculty takes a somewhat different turn. Their departmental identity and loyalty have been set in years of practice. Even though they might be the best people to participate in a core program they are often the hardest to motivate. Older faculty also experience insecurities when they participate in core courses, finding themselves spending great amounts of time on courses very different from those which they have traditionally taught and been rewarded for teaching. Older faculty often use "general education" disparagingly; for them "general" means "as opposed to specific," which means "unfactual," which means "unobjective" and "unrigorous," which means "ungradable."

The Process Itself. One of the most important issues in developing a core curriculum is the process by which this development takes place. If the process is perceived to be legitimate, then the results likely will also be perceived to be legitimate. It is important that the group which is chiefly responsible for developing the curriculum be representative, include students as well as faculty, and keep frequent and open communication with all constituencies. It should consult with special interest groups, hold hearings, and revise before final presentation for vote. If the group goes through these last steps a number of times and educates the faculty as it goes, then faculty should be prepared to understand the final vote adopting the proposed curriculum. Piecemeal amendments from the floor should not be accepted nor their necessity anticipated.

Advantages. There are a number of advantages to developing a core program. First, one has the opportunity to develop a unified curricular concept and commitment which makes it more likely that students will have a unified undergraduate experience. Moreover, the curricular program and therefore the mission of the college will be easier to interpret to prospective students. An additional advantage is that one has the opportunity to develop clear criteria by which to evaluate programs and personnel. Also, the development of such a program concentrates the attention of faculty on education and the impact on students of educational processes.

Issues. One of the toughest issues a core curriculum raises is the use of faculty time. Since core courses are required of all students, they should be among the best taught in the college. This, however, often involves making extra-disciplinary assignments to the best teachers. The traditional habit is to staff required courses with faculty who do not draw sufficient numbers of students within the disciplines, thus making these courses among the worst taught in the institution. The attempt to resolve this issue introduces a constant tension which some institutions try to reduce by creating a special department for core curriculum faculty. This, however, encourages faculty to narrow their spheres of specialization and to dismiss students who raise questions outside those areas. Students, required to deal with all the questions the curriculum raises, find this situation illegitimate. Moreover, not locating some faculty in departments creates a second class citizenship which they and others find inappropriate.

Other issues which need to be addressed include the development of a calendar, the advising system, institutional governance, and the fit of student services policies in the program. A core curriculum reinforces the need for all aspects of the institution to work together toward common purposes and goals.

Donald T. Hartman is Dean of Academic Affairs at Juniata College.

In the 1974-75 academic year, college-granted released time and clerical help and further NEH funding allowed the faculty to develop the sophomore program. Based in the English and modern foreign language departments, this program focused on the theme, The Environment and Human Values: Status and Survival. The following year the sophomore program expanded to offer mirrors in the economics, music, political science, religion, philosophy, and history departments.

Moreover, the college began to eliminate some of the program's weaknesses. Ongoing teaching seminars were developed for staff, faculty and peer proctors. A speech program and clinic were established for Mirror students. "The Mirrorgram," a newsletter, informed the entire college community of the project's progress.

The Mirror Project was successful in many ways; it attracted an abundance of students to innovative courses involving many of the college's best faculty. There was still room for improvement, however. In the summer workshop of 1976, faculty members strengthened the thematic linkages to coordinate the program more closely at all levels. Presently, freshmen and sophomore mirrors based in French, music, English, history, economics, political science, philosophy, and religion explore interrelated means of expressing human values in an effort to enhance communications skills.

The Mirror Program has proved to the faculty that interdisciplinary courses are appropriate for Morehouse. In fact, other new programs have been so successful that plans for junior and senior Mirrors courses have not been implemented. The program has had other influences on the college as well; more professors outside the English department are taking responsibility for teaching composition in their courses. In addition, regular seminars and summer workshops have encouraged faculty to talk to one another as scholars and teachers, establishing an intellectual climate of academic interest across disciplines.

City Colleges of Chicago, Chicago, Illinois 60601 (with Coast Community College District of California and Miami-Dade Community College)
Contemporary Course in the Humanities
James J. Zigerell, Assistant Vice Chancellor for Instructional and Staff Development (312/269-8000)

The institutions listed above took upon themselves the task of developing a core curriculum that would be meaningful and enjoyable to community college students at all levels of ability and motivation, ranging in age from 16 to 60. The course proposes common humanistic experiences of value to all members of this student body, whether they plan immediate entry into the job market or further study in a four year college.

The curriculum is a series of self-contained units which attempt to exploit the interests and knowledge the "new" student brings to the classroom, at the same time relating humanities to practical affairs. The introductory units make extensive use of the arts as gateways to humanistic considerations with an emphasis on the individual's ability to define his or her own selfhood through the humanities. The first unit, for example, is entitled The Quest for Self: Literary and Philosophical Perspectives followed by a unit on Cultivating the Self Through Critical Awareness.

Succeeding units emphasize direct experience in the fine arts--music, film, the visual arts--and consider form, meaning, and making judgments in the arts. The focus then turns to themes of alienation; initiation, affection and death; and acceptance and celebration. The series concludes with units on historical

awareness and continuity and change in the various arts fields. In addition, the participating institutions have devised optional interdisciplinary sequences to suggest further development of the purposes of the core curriculum.

While the program has not been without problems, it has encouraged faculty at participating institutions to consider interdisciplinary approaches, to make the most of the students' brief exposure to the humanities, and to make the humanities more meaningful.

Boston University, College of Liberal Arts, Boston, Massachusetts 02215
The College Program for Liberal Arts
Ernest H. Blaustein, Associate Dean (617/353-2408)

For thirty years, Boston University had a Division of General Education with its own faculty providing a two year core program to its own students. After careful study, the faculty recommended a more flexible program within the college of arts and sciences to offer general education courses to pre-professional students as well as liberal arts majors. Two options were offered: a set of distribution requirements allowing substantial choice within broad categories, and a three level sequence designated as the College Program. In September 1978 the first option will be dropped and all students will fulfill the requirements of the latter.

The College Program for Liberal Arts is a coherent organization of student experiences outside the major concentration. The curriculum is directed explicitly toward the attainment of two distinctive attributes of the educated person: competency and sensibility. The first level of the program, Languages of Discourse, is based on the premise that students, before acquiring intellectual competence in a discipline, must first attain literacy in the several languages common to educated people throughout the world: their own language, reading knowledge of at least one foreign language, and basic skills in mathematics.

Students further develop competence through experiences in some of the alternative methods and approaches by which academic disciplines apprehend the world intellectually. Specific courses in the humanities, social sciences and natural sciences, designated as Divisional Studies, introduce the non-major to the problems considered by the various disciplines and to the disciplines' various modes of discovery.

The third curricular area, Contexts of Understanding, is directed toward the development of sensibility, an attribute which is more than the sum total of competencies. Courses enable students and faculty to view a problem, event, period or theme from several different perspectives, thus demonstrating that understanding may differ according to the perspective taken. Among the team-taught, interdisciplinary courses offered are Contexts in European Civilization, An Introduction to the Middle Ages, and New England: Culture and Society.

While faculty members do not agree that the College Program is ideal, there seems to be a sense that it is better than either the traditional core program or the distribution option. In addition to a more coherent organization of required courses, the College Program cultivates a sense of community among both students with shared academic experiences and faculty members developing interdisciplinary courses.

Pacific Lutheran University, Tacoma, Washington 98447
Integrated Studies Program
Curtis E. Huber, Director (206/531-6900 x216)

In 1975 Pacific Lutheran University undertook the ambitious task of simultaneously implementing a faculty development program and a change in its general education curriculum. An alternative to the usual distribution requirements, the new course series, Core II or the Integrated Studies Program, focuses upon the concept of change. It offers students the opportunity to realize the power and applicability of humanistic thought and value in integrated team taught courses.

The plans for Core II originated in a week-long summer faculty workshop supported by the National Endowment for the Humanities. University administrators and project staff were able to shift the reward structure sufficiently to involve faculty in learning about existing options for interdisciplinary curricular structure and teaching methods. Participation was linked to the creation of team taught mini-courses using the information and skills acquired in the week-long experience. Much of the success of the endeavor was due to the linking of faculty development with specific tasks of curricular change. Accompanying these efforts was a continuous process of positive reinforcement provided largely by the participation and consent of the administration. The result was the Integrated Studies Program.

With Dynamics of Change as its general theme, the program begins with two courses on The Idea of Progress. In this series, students examine the effects of such great thinkers as Galileo, Luther, and Darwin upon Western expectations for the future. Paradigms of cultural, scientific and philosophical achievements of the last 400 years help to make explicit the values and assumptions of contemporary culture.

With The Idea of Progress as a base, students are prepared to address contemporary issues by taking two of three intermediate pairs of courses. These offerings stress the faculty's belief in the importance of language, literature, morals, and science in liberal learning. One two semester course, Human Responsibility, considers human freedom, free choice, and moral duty, examining both the biological and social environments in which one develops a conscience.

Another course open to Core II participants is Word and World: Exploring the Creative Imagination. Its two semester classes survey the effect of language, numbers, myths, and rituals upon perceptions of the world. In addition, students consider how self-perceptions control one's language and symbols.

The third two part option, Limits to Growth, explores the issue of global expansion. It emphasizes the cooperative interaction of science and humanistic concerns in dealing with problems of and models for national growth in the future. Students are encouraged to search for alternative ways to improve present world conditions.

The last requirement of Core II is a seminar in which participants choose a special topic to help organize the knowledge gained in the previous six semesters. The faculty conducts the small class as a discussion group in which the students explore the relationship of their chosen topic to the Program's general theme.

At the present time, Core II can accommodate between 15 and 20 percent of the freshman class each year. Faculty include representatives from all the humanities departments, art, history, three social sciences and three natural sciences; still others have expressed an interest in participating in a course.

The close ties between faculty development and the Core II program have continued. Since the success of the program to date has depended heavily on involvement of the faculty in course preparation and teaching workshops, new faculty entering the program are required to participate in a workshop helping them examine and develop their talents in the ways required for cooperative work. The annual summer workshop is now structured at two levels--for instructors entering the program to introduce them to the total design, and a special project for the rest to improve their skills. Each workshop is limited to 15 faculty who are paid modest stipends for their participation.

With a theme of change, it is only appropriate that Core II has the flexibility to meet the changing patterns of interest and expertise among students and faculty while continuing to fulfill the broad objectives of an undergraduate liberal education. At the present time, one faculty team is reworking the language and linguistics courses while another is proposing to add a sequence on changes in the Far East in the last 200 years.

The Integrated Studies Program has also sparked interest in faculty development in other parts of the university. A total institutional program is in the planning stage, bringing together professional school faculty with humanists to work on the common objective of teaching improvement.

The following institutions with core curricula and/or integrated studies programs have come to the attention of the Forum.

Brigham Young University, College of General Studies, Provo, Utah 84602
New General Education Program
Marion J. Bentley, Assistant Dean

Concordia College, Moorhead, Minnesota 56560
Core Curriculum
David M. Gring, Assistant Dean of the College

Davis and Elkins College, Elkins, West Virginia 26241
The Liberated Life
William M. Gantmann, Head of the Division of Integrated Studies

DePaul University, Chicago, Illinois 60614
The DePaul College
L. Edward Allemand, Acting Dean

Dominican College, San Rafael, California 94901
The One and the Many
Barbara Bundy, Director

Earlham College, Richmond, Indiana 47374
Program for Integral Education
Len Clark, Department of Philosophy

East Texas State University, Commerce, Texas 75428
New Center for Learning
James M. Reynolds, Director

Governors State University, Park Forest South, Illinois 60466
Competency-based Liberal Education Project
Glenda Bailey Malone, Faculty Research Associate

Gustavus Adolphus College, Saint Peter, Minnesota 56082
A Program to Strengthen the Humanities
Claude Brew, Director

Kenyon College, Gambier, Ohio 43022
Integrated Program in Humane Studies
Richard Hettlinger, Director

Loyola University, New Orleans, Louisiana 70118
The Common Curriculum at Loyola University
Richard E. Johnson, Program Director

Marist College, Poughkeepsie, New York 12601
Core Curriculum
Louis C. Zuccarello, Department of Political Science

Monterey Peninsula College, Monterey, California 93940
Gentrain
Bob Nelson, Course Coordinator

Moorhead State College, Moorhead, Minnesota 5560
Freshman Sequence
James Stevens, Director

College of Notre Dame of Maryland, Baltimore, Maryland 21210
Liberal Arts Spectrum
Sr. Mary Mauro, SSND, Academic Dean

Saint Anselm's College, Manchester, New Hampshire 03102
Portraits of Human Greatness
Brother Philip J. Valley, OSB, Project Director

University of Southwestern Louisiana, Lafayette, Louisiana 70504
Media and Values: Humanities in the Core Curricula
Barbara Cicardo, Program Director

Sterling College, Sterling, Kansas 67579
Competency Curriculum
Carol Gene Brownlee, Academic Dean

Warner Pacific College, Portland, Oregon 97215
Culture of Western Man
Marshall K. Christensen, Academic Vice President

Worcester Polytechnic Institute, Worcester, Massachusetts 01609
The WPI Plan
William R. Grogan, Dean

Belknap, Robert L., and Richard Kuhns, *Tradition and Innovation: General Education and the Reintegration of the University*. New York: Columbia University Press, 1977.
Belknap and Kuhns discuss a number of broad social and educational problems facing all colleges and universities today, and then demonstrate the ways in which Columbia has tried to attack these problems through general education seminars, teaching companies, team teaching, and special seminars which reintegrate undergraduate, graduate, and professional schools.

Bergquist, William. "Responding to the Future through Curricular Reform." *Liberal Education*, vol. LXII, no. 2, May 1976, pp. 229-244.
Bergquist outlines the process of developing a multidisciplinary curriculum built around a viable perception of the future. Bergquist believes that educating students to deal with one perception of the future will enhance their ability to function in whatever socity eventually emerges.

Bok, Derek, "On the Purposes of Undergraduate Education," *Daedalus*, Fall 1974, pp. 159-172.
Bok feels that colleges need to articulate their purposes more clearly in light of the many problems they face. He organizes specific recommendations under five general purposes for liberal education: acquiring information, knowledge, acquiring skills and habits of thought, developing qualities of mind, acquiring understanding, competence in the arts, and developing judgment and values.

Botstein, Leon, "College Could be Worth It...," *Change*, vol. 8, no. 11, December 1976, pp. 24-29.
The author cites four necessary improvements liberal arts colleges need to make in their curricula. According to Botstein, traditional studies in English, literature, and languages should be complemented by teachings in science and history, active participation in fine arts, and a blending of college dormitory and intellectual life.

Bowles, W. Donald, "Distribution Requirements and Student-Faculty Learning Needs," *Educational Record*, vol. 57, no. 4, 1976, pp. 257-261.
At the same time he admits that higher education institutions may have relaxed core requirements more than was prudent, Bowles insists that past and most present core courses "are a tragedy or a panacea." He urges college faculties to stimulate students' critical thinking abilities, their lifelong learning interests, and cooperation among them in solving problems. Further, he calls on professors to offer courses relevant to problems in today's society.

Boyer, Ernest L., and Kaplan, Martin, "Educating for Survival: A Call for a Core Curriculum," *Change*, vol. 9, no. 3, pp. 22-29.
Boyer, Ernest L., and Kaplan, Martin, *Educating for Survival*. New Rochelle, New York: Change Magazine Press, 1977.
Boyer and Kaplan suggest that today's human agenda is emerging as the common ground for a new core curriculum. In order to demonstrate to students that humankind forms a single family as well as a collection of individuals, but to avoid the failings of past core curricula, the authors recommend developing courses around topics and events which exercise substantial influence over our lives.

Huber, Curtis E., "The Dynamics of Change," *Liberal Education*, vol. LXIII, no. 2, May 1977, pp. 159-170.
Huber describes the new integrated course sequence at Pacific Lutheran University and the process by which it was developed. (See description in main section of this bulletin.) He emphasizes the importance of altering reward structures and being sensitive to faculty politics; he feels that a strong faculty development program was essential for the success of the PLU program.

Levine, Arthur and Weingart, John, *Reform of Undergraduate Education*, San Francisco: Jossey-Bass Publishers, 1974.
After their experiences as members of the Brandeis Educational Policy Committee, the authors decided to study undergraduate programs at 26 colleges. The scope of the book ranges beyond core curriculum; Chapters 3 and 4, however, give examples of attempts to ensure breadth through freshman seminars, distribution requirements, senior year activities and the like.

Morton, Richard K., "The World of Fragmentariness," *Improving College and University Teaching*, vol. 24, no. 3, Summer 1976, pp. 175-176.
Because required introductory and elective courses often fail to dovetail, Morton charges that most higher education institutions do not prepare students to deal with human situations in the real world. He suggests that professors concentrate on those aspects of their fields which students are most likely to need in daily life. He also calls for decreasing student work loads, allowing them more time to contemplate assigned materials and to consider basic issues in all academic areas before graduation.

The Forum for Liberal Education is interested in all types of curricular programs and other activities at two year and four year colleges, universities, graduate and professional schools. Topics of special concern include community service projects, student advising, career education, ethics and values, student outcomes, and lifelong learning.